DOCUMENT RESUME

ED 133 598 08 CE 009 713

AUTHOR	Tehle, Dave; Anderson, Jacqueline
TITLE	Work Experience Career Exploration Program (WECEP). Annual Report.
INSTITUTION	Fargo Public Schools, N. Dak.
SPONS AGENCY	North Dakota State Board for Vocational Education, Bismarck. Research Coordinating Unit.; Office of Education (DHEW), Washington, D.C.
REPORT NO	RCU-28; VT-103-503
PUB DATE	Jun 76
NOTE	62p.; Pages 61-63 of original document have been removed
EDRS PRICE	MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS	*Career Exploration; *Disadvantaged Youth; Dropout Prevention; Educational Alternatives; Instructor Coordinators; Junior High Schools; *Potential Dropouts; Program Evaluation; School Industry Relationship; *Work Experience Programs
IDENTIFIERS	Fargo Area Schools Work Experience Program; North Dakota; North Dakota (Fargo)

ABSTRACT

The work experience career exploration program (WECEP), a junior high school alternative education program for potential school dropouts, was implemented at Ben Franklin Junior High School in the Fargo, North Dakota, school district during the 1975-76 school year. Patterned after vocational education cooperative work experience programs, WECEP is different in that it serves younger students ages 14 and 15 who are having problems in a traditional school setting. WECEP is concerned with helping disadvantaged students experience and appreciate work and education, rather than developing specific job skills. School credits are granted for both inschool instruction and for the part-time work experience. The well-received program experienced a high degree of success and will continue as a regular program in the district. To continue the success of the program's first year, three areas of concern should be resolved: A reliable and economic method of transporting WECEP students to job sites, a followup for these students into high school to help carry them through to graduation, and the concern felt by teachers in other subject areas about the special treatment given to WECEP students compared to students in the regular junior high program. About half of the report is comprised of WECEP materials such as student data forms and comments of employers, students, parents, and faculty. (MF)

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ED133598

WORK EXPERIENCE CAREER EXPLORATION PROGRAM

WECEP

Annual Report RCU Report No. 28

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Fargo Public Schools
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June, 1976

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ABSTRACT

The Work Experience Career Exploration Program (WECEP) originated in 1969 by the U.S. Department of Labor as a research project designed to help reduce the number of high school dropouts. Certain changes were temporarily made in the child labor laws to accomodate the programs. The major change allowed 14 and 15 year old students to be employed in part time work experience up to three hours per day during the school day. Other regulations included a clause to prohibit the displacement of a permanent employee by a WECEP student worker. In addition, state education agencies had to file an application for program approval with the Department of Labor, Wage and Hour Division stating that the planned WECEP program would not interfere with the students' schooling, health or well-being and therefore did not violate child labor laws. Approval was granted if the following conditions were met:

1. The proposed program had to be open to all eligible 14 and 15 year olds.
2. School credits had to be granted for both-in-school related instruction and on-the-job training.
3. The instructor (teacher/coordinator) to pupil ratio could not exceed 1 to 25.
4. Time had to be provided for classes in subjects necessary for graduation as well as for classroom training in job-related skills.

5. A written training agreement had to be drawn and signed by the student, his or her legal guardian, the teacher/coordinator and the employer.

6. Student placement could not take place in occupations declared to be hazardous to minors between 16 and 18 years of age.

WECEP was so well received and experienced such a high degree of success that the temporary regulations were permanently adopted by the U.S. Department of Labor in 1975. The Fargo Public School District became the first school district in North Dakota to participate by implemening WECEP at the Ben Franklin Junior High School during school year 1975-76 by virtue of a one-year research grant from the North Dakota State Board for Vocational Education. During the 1976-77 school year, WECEP will be funded as a regular vocational education program in the Fargo School District.

INTRODUCTION

The Work Experience Career Exploration Program, WECEP, is a junior high alternative education program for 14 and 15 year old students. WECEP is designed for potential school dropouts. Educators have expressed concern for those students who develop a feeling of frustration or failure in academic achievement and wait for their 16th birthday to occur in order that they may quit school. In this connection WECEP is preventative and preparatory.

It is preventative in that it encourages students to remain in school by providing relevant in-school education and an opportunity to apply this learning on the job. It is preparatory in that it gives employable skills through employer-employee relations, actual work experience, and helps an individual explore career possibilities while he/she accumulates credits toward graduation.

An amendment to Child Labor Regulation 3, issued pursuant to the Fair Labor Standards Act, provides for necessary deviations from the child labor standards to permit enrollers to participate in a program approved by the administrator of the Wage and Hour Division. Enrollers in approved work experience and career exploration may be employed as many as 23 hours during any week when school is in session and as many as 3 hours on a school day. Any portion of this work

time may occur during school hours. (The maximum number of hours a person 14 or 15 years of age may be employed when school is not in session are 8 a day and 40 hours a week.)

The Ben Franklin Junior High WECEP views those students who are selected for participation as being capable of performing satisfactorily in a formal school situation, but are unable to do so due to an existing "disadvantaged" home and school experience. A student may be identified as disadvantaged by displaying any or all of the following characteristics:

1. Poor academic record.
2. Excessive absenteeism and tardiness.
3. Little extra-curricular participation.
4. A record that includes referrals to the principal or assistant principal.
5. Generally a negative attitude toward school.

The procedure for entrance into WECEP has been as follows:

1. Referral: The student is referred to the program by his own knowledge of it, by teachers, counselors, principal and/or vice principal.
2. Application: The student must fill out an application blank on a volunteer basis. (Sample application is attached in forms section of this report.)
3. Interview: The candidate is interviewed and a parent conference is held. The principal, vice principal, parent, student, and teacher-counselor participate.
4. Placement into program: The student is placed in an "Employability Skills" seminar class and remains in his regular classes. If a job placement is available, and the student is hired into the work situation, his/her classes are rescheduled according to the employment hours and according to labor laws as prestated.

5. Job placement: When employment opportunity is found by the teacher-coordinator the student applies for the job by filling out the employer's application blank and holding an interview.

   If the student is hired by the employer the teacher-coordinator, counselors and student reevaluates the student's school schedule and makes the necessary changes to fit work into the student's school day.

6. Training agreement: A training agreement form is then filled out and all interested parties sign the form. (Teacher-coordinator, parent, employer, and student.) (Training agreement form is attached.)

7. Age certificate forms are completed and given to the employer for his files. (Age certificate sample is attached.)

8. Training plans are completely filled out by the employer and the teacher-coordinator to better understand the work experience. (Training plan form is attached.)

9. Employer evaluation form is completed by the employer every school quarter or grading period. This "grade" is then placed on the WECEP student's permanent grade records for vocational education high school credit. (Evaluation form is attached.)

RESULTS AND FINDINGS

The operation of the WECEP program works within the formal school setting and yet it is a separate entity within the school structure. For example: The school rules of attendance, tardiness, hall passes, suspension, referrals, and all building rules of conduct apply to the WECEP student. Also, the WECEP students must participate, function and perform in the classroom. In contrast, the formal setting is not found in the WECEP room or in the work experience. This is the practical vocational education and training that allows the WECEP student to apply his formal school knowledge to developing attitudes and vocational skills during the school day.

The school's WECEP facilities create an appealing environment. It is furnished with tables, chairs, room dividers, desk, chalk board, file cabinet, study carrels, a davenport and chair. The room is arranged into quiet areas and social areas by dividers. The walls present a student-oriented room with appropriate posters, both purchased and student created. The school calendar, school notices, and WECEP charts for locating students during the school day (including student name, class schedule, class room numbers, teachers' name, the student's home address, and phone number) are posted near the teacher-coordinator's

desk for easy access to information. This room serves as a "home-base" for students that have not experienced a feeling of belonging anywhere special in the school building prior to this year as well as serving the function of a seminar classroom.

The teacher-coordinator's duties have proved to be varied and interesting. One of the coordinator's priorities is processing new applicants to the program, as described in the procedure for entrance into the program listed #1 through #9. Each student is made aware of the expectations of the program, and of the rules and requirements, as he enters the program. If students are identified in the spring for admittance into the program for the following school year, it would be feasible to have a WECEP student orientation workshop in August to prepare the students for the upcoming encounters that can be expected for them during the school year. Exposure to how to apply for a job, the jobs available, and also finding job placements before school begins would be helpful so there are fewer conflicts with the rescheduling. One possible method of alleviating this confusion would be to schedule all classes the student expects to keep after being employed. The scheduling should include input by the student, counselor and coordinator.

Job coordination is another area of concern for the coordinator. The coordinator helps find the job opening and helps the WECEP student apply for the job he feels would best suit him. This job is used as an educational experience

with applicable high school credit. Each student fits best for a specific job; not just any student for any job. For example:

> One student worked for a department store as a warehouse and stockboy. He had to dress quite properly and maintain a certain image because he moved around the store delivering merchandise to various departments. The student felt less than the rest of his co-workers because he had only one pair of pants and had (so he thought) no one person that had anything in common with him. He was very unhappy and uncomfortable. So a job change was made. He worked at a local tire company where the dress was more casual, the work more manual and the other employees, (so he thought) more friendly. He became successful and his low self-image improved as he found he had a place in the world.

Most of the students learn what it is like to work and what they are capable of doing for a vocation. A future education goal is in some cases chosen through the WECEP work experience. For example:

> One of the students discovered she is extremely organized and capable of handling more responsibilities than she thought. Her first employment was terminated when she talked back to a new young manager at the business where she was working. She then began working for an ex-Marine chef. She was extremely successful at her job. So her unemployment led to a job of running the grill and handling the setting-up of all orders during the noon lunch rush by herself. Her employer said she was the easiest to train employee he ever had and he could leave the restaurant in her charge before her first week of employment was completed, secure in the knowledge that all situations would be handled by this WECEP student. Because she discovered she had this quality of "organization" the student is planning on an education and future in business and business management.
>
> Another student had a difficult time functioning on his job because of poor and very slow hand-eye coordination. It is very apparent this student will have to be enrolled in classes that will train him in a specific trade so he can develop

a skill that his abilities and capabilities will allow him to feel successful and to succeed in the world of work.

Two of the students were not employable during the past school year of the program for very realistic and practical reasons (unkempt appearance, attitude, drug dependency, hypochondria, etc.) It would be helpful in situations such as these if a precedence would be set as to what the student could expect in such a situation, and how the coordinator should or could take action. For example: Should the student's name be dropped from the permanent records and statistics if he is not employed or employable and kept in the seminar class? Should the student be dropped from the program completely after a designated period of time of unemployment? Should the student remain on the list and be considered as part of the program's records and statistics even if unemployed?

Probably the most workable solution would be to drop the student from the program after a specified length of time in the program. There are usually very valid reasons for the unemployment circumstances and if the student cannot attempt to make a change for employability (in his appearance or whatever the problem), the student could be removed from the program, and thereby make a position for another student that is on the waiting list, and more willing to make a change for employability experience.

Transportation to jobs has presented itself as one of the major problems with the job coordination of the program. Because few or no employment opportunities are within

walking distance of the school, the students need some form of transportation to work during the school day. The majority of the students' parents work or are unable, for one reason or another, to deliver their child to work. The city buses are not always at the street corner when the student leaves school to go to work.

The program began with the coordinator delivering students to work. This was a valuable as well as necessary experience as each newly employed student felt insecure and afraid of this new adventure into the world of work. The coordinator had a one-to-one contact with the student and in all cases the foundation of a friendly and trusting relationship was laid. But as the amount of students increased in our new program it was impractical and unworkable to have the coordinator leaving the building during the prime time when students were departing to their vocational education experiences.

One solution was that an employer picked up two of the students and took them to work with him. He also delivered the students back to the building after their work so the students could take another class. This is not possible in all work positions.

Another solution having a commercial taxi cab service picking up and delivering the students to work was used. This was dependable and reliable, but too expensive.

A recommended solution that proved workable was a college student driver. The students liked him and related to him very easily. But he proved to be undependable at

times. The WECEP students did notice the problem and related comments about the driver's undependability to the coordinator. (It was rewarding to have these students realize how difficult it is for an employer to operate when an employee is undependable.) This student driver solution for our transportation problem is feasible within the framework of the program. It is a matter of finding a college student to hire.

Another recommended possible solution to this would be the high school shuttle bus. It delivers students for classes between the north side and south side high schools. The bus schedules need to be investigated and the proper administrators contacted to make such an arrangement.

Another priority for the coordinator is perceiving problems, therby preventing compromising situations for the student, and helping students through crisis situations. The school, home, and work environments are places where the student can encounter frustrating situations.

In the school setting the coordinator works closely with the teachers. When the coordinator is made aware that there is a conflict between the student and the teacher, the coordinator helps the student resolve the situation and helps him realize his problems can be overcome, and how to overcome them. For example:

> One WECEP student was reported to the coordinator as sleeping during his class. The student was taken aside for a brief individual conference with the coordinator. They discussed modifying his classroom behavior, the importance of academic knowledge, and the need to prevent

tiredness by an earlier bedtime schedule. The student did refrain from sleeping in class after this conference because a goal was set and the coordinator checked frequently with both the student and the teacher. Praise was given as the behavior pattern changed.

Attendance is one of the important items for the student and the attendance office is the place to check daily prior to making telephone calls and home visits if it is suspected that a truancy or over-emphasized illness is being acted out by the student. Sometimes a home visit is necessary to get a student out of bed (with parent cooperation) and bring him to school. For example:

One of the male student's parents called in stating the fact that her son was too ill to come to school. The teacher-coordinator made an early morning call to verify this situation, (the mother was at work.) The boy's temperature was taken and he had no redness from a sore throat which he claimed was the ailment. The WECEP student was just tired from very late hours the night before. The student was told to get dressed; he did; and the coordinator and student ventured to school together. A few days later, the student came in and told the teacher-coordinator he felt ill, but he came to school because he knew she would be there to "drag him out of bed."

During this time it was discovered that this student wasn't so threatened by the school work as he was by the other students. Home was a secure place and school was a friendless, unwarm setting. The WECEP furnished the warmth and friendliness that the student needed to function and after becoming familiar with his peers and coordinator in the program, the student began having less illnesses and considerably better attendance.

The constantly truant student, prior to the program, isn't so likely to be truant or fake an illness if he knows someone will be immediately checking on the validity of the sickness. The student will realize that if he does not

attend school, there will be no work that day and consequently there will be no money reward of a paycheck. The responsibility falls directly on the student and he has to realize the consequences of his own actions and decisions. Meanwhile it is the coordinator's responsibility to be honest and report all known truancies or illnesses to the attendance office so the school has an accuarate record for final evaluation reports.

To make home contacts (student and parent) and employer contacts, a notebook or logbook would be advisable. To be usable it should contain each student's name, address, home phone, birthdate and any necessary information to locate students or their parents when they are not at home.

The diary or logbook concept is a valuable dated reference book to be used for looking up dates of events or happenings. It should contain a daily agenda of what is to be accomplished, and numerous events. Examples are: Calls that were made, conferences held, absences and reasons for absences of students, employers to call or visit, teachers to contact, mileage and various outstanding events that have taken place during the day. For example:

> One student didn't like to stay home because of all the family conflicts, hollering and arguing. She would stay overnight at several residences, where the people didn't care whether she attended school or not. In the first days the parent would make excuses and not disclose the student's whereabouts mostly because she didn't know herself. As the coordinator became involved and the untrusting, skeptical student began to trust, she revealed names and places and phone numbers that helped the coordinator locate the student for her school classes and her work day.

When the notebook information is close at hand it proves to be invaluable for quick, accessible time-saving information. For example:

> One of the WECEP students didn't respond to rising for school on physical education class day. He also didn't respond for his parents. So a quick phone call early in the morning reminded the student he was expected in school on time for class.

Sometimes the coordinator becomes aware of a problem situation at work that needs correction. Especially when the WECEP student is not contributing to the betterment of the employer's work station and business. In these circumstances each situation has its own creative solution. For example:

> During an employer-teacher coordination conference it became apparent that the WECEP student was not functioning at an acceptable level for employment. It was okayed by the employer that the coordinator work directly beside the student during his working time. Time goals were set by the teacher and student as they worked together at the student's job. Praise was given. After that three hour work session the student had a daily conference after work for a week and thereafter at unscheduled and erratic times, to discuss whether or not he attained the set daily goal. Somedays the student was taken to work by the coordiantor to have pre-work "pep-up" conferences. The topic of discussion with the student was the goal achievement and whether or not the conception of himself matched with the progress reports and employer comments. The WECEP student had to look at himself realistically as others saw him and be aware of how to correct problems in behavior at work. It proved to be a worthwhile and successful experience.

Another situation for example:

> One of the students completed morning classes and was stalling at leaving for work by faking illness. He didn't call his employer and report ill, and as the time got past his punch-in time at the grocery store he began to worry about

what his employer would say to him the next day. The student was not chided or scolded by the coordinator, but allowed to fret and worry as he was delivered home. What was he going to say to his parents? The next morning an informal conference was held by the coordinator and student. Alternative solutions were offered as advice to the student on how to handle the situation, with a warning about honesty and employers' non-tolerance of undependability. A reassuring telephone conversation to the parent informed her about the situation. And as the worried student was delivered to work by the coordinator, he repeatedly stated he wasn't going to go to work to face the employer. Finally the student faced up to the situation he had created himself and went in to work to face the employer by himself, on time.

At this point it should be noted that the employers are essential to the program. Their participation is very important and very much appreciated.

During seminar class sessions it should be decided by WECEP students just exactly how to show WECEP student appreciation to employers. Whether it be a certificate of appreciation, a plaque, a breakfast or supper as a group, with each student participating by purchasing his employer's meal, or just a letter. These patient, understaning and willing to participate employers should be recognized and thanked.

Many of the problems that the studentshave in school are directly caused or influenced by problems outside the school setting and sometimes inside the home. The school becomes involved (via complaints made to the coordinator to teachers, staff and other students about the WECEP student) necessitating a need to help the student overcome this handicap to function. For example:

> One of the student's parents had an alcoholism problem, hence a disruptive marriage problem and chaotic, disturbing home life. Everytime the home was in turmoil the WECEP student would find it extremely difficult to function effectively in school and at work. The coordinator had conferences with the student to help him realize what his first responsibilities were and eventually referred the WECEP student to a professional counselor for further self-help, counseling and guidance.

Sometimes it is necessary to utilize the professional services in the community to help the student mature, grow and become a more self-sufficient, effective citizen. It is to the coordinator's advantage to know the available agencies, their functions and the persons to contact when there is a need.

Parents should be kept informed and in contact with the school and work progress of the student by the coordinator. It is interesting to note that many of these non-school involved parents feel less threatened and frustrated by the school's concern over their child. It becomes a comfortable, workable relationship between parent and teacher. For example:

> One student called in the late evening to talk to the coordinator. The student carried on a very usual, ordinary, friendly conversation with the teacher about the next day at school. When the WECEP student hung up the phone the mother scolded the student for being so honest, open and casual with a teacher. The student retaliated by telling the mother; "Mom, there is nothing wrong with my talking like that to my teacher; she is just like you are to me. In fact, she's just as crazy as you are!"

Public relations is a necessary part of the WECEP program. The teacher-coordinator's duties this past year have required speaking at service club luncheons, school board committee

meetings and to various individuals on the school faculty and staff. The talks involved slides and brochures that explain the program, the purpose of the program and exposure for the ever-so-important cooperating employers who are participating in the program. They are needed and greatly appreciated. Besides informing the public of this program, these service club businessmen sometimes lend a hand by employing a WECEP student.

It is also necessary, and proven valuable, to keep the school principal, assistant principal and counselors aware of what is taking place in the program, what students are employed and where, and the general progress of the students in case an occasion arises when they must discuss information pertaining to relevant events.

To further promote positive public relations it would be advisable to prepare a WECEP quarterly or semester report with photos and information giving recognition to the students and their employers. This should be hand delivered to the employers (possibly with quarterly or semester, WECEP employer evaluations or report cards), placed in faculty P.O. boxes and distributed to administrators within the school system.

Invitations to staff and faculty members to go on job visitations or observations and to lunch with the coordinator are very effective in building a positive reaction to the program. It is quite effective to influence attitudes of individuals that are most skeptical of the accomplishments of the WECEP students. These students are often times

viewed quite differently in the work situation than they have been observed during the last few years of school. For example:

> One of the WECEP students has long been regarded in the school setting as a goof-off, lazy and joker. This young student's employment has been one of the more successful. He is very serious when he waits on customers, makes change and tends to various other cooking assignments at a fast food drive-in restaurant. His attitude toward work has also improved his self-image; especially when he received a substantial raise in pay because he earned it.

As a matter of fact, every WECEP student that has been observed at work by the coordinator and another person has appeared very proud and pleased that someone has shown interest in him as a working individual.

The Employability Skills Seminar, which is scheduled as a class in the WECEP students' "in school" day, is a practical and vocationally applicable education with high school credits applicable towards a high school diploma. Each unit the coordinator develops includes behavioral objectives, unit content assignments, media materials (to view or listen to). There are numerous possibilities for unit of study topics that directly relate to employability work adjustment and essential work experience studies. For example:

> Why Work?, Sources of Job Information, Job Applications, Job Interview, Employer Expectations, Company Rules and Regulations, How to Get Along With Co-Workers, Preparing for the Job Interview, How to Get a Raise, Ways to Get Fired, Budgeting Your Money, Buying Auto Insurance, Choosing Where to Live, Buying a Home, Renting an Apartment, Life Insurance, What's in a Job?, How to Study, Junk Advertising, Contracts, Using a Checking Account,

How to Make Change, Filling Out Sales Slips, Being a Waitress, Working in a Supermarket, Working in a Restaurant, Filling Out Income Tax, Buying a Used Car, Buying a New Car, Looking at Interest and Abilities, Choosing A Career, Credit and Installment Buying, Using the Telephone, Reading Road Maps, Value Clarification, Knowing Income Tax, Social Security, Unemployment Benefits, Unions or Professional Organizations.

This class period is sometimes valuable and worthwhile when used as a study period or a problem solving session. Many times just taking the time to listen to a student tell his problems, concerns or frustrations makes his day go better; or having the group help resolve a problem situation for an individual student by offering alternative solutions and the results of the decisions that could be made by the WECEP student himself.

Evaluation reports are necessary to prove that the program functions at attaining its behavioral objectives. It is essential that careful, accurate records, forms and information be kept by the coordinator during the school year for an accurate final evaluation report.

All objectives that are comparable to 8th grade records (the year prior to participating in the program) should be compared to show progress of WECEP students. These include 1) attendance 2) tardiness 3) referrals to office 4) days suspended 5) G.P.A. 6) employers' evaluations 7) students' attitude rating 8) parents' attitude rating 9) teacher evaluations.

CONCLUSION AND RECOMMENDATIONS

The concept of providing work experience along with formal related instruction is not new. Vocational Education, through the cooperative work experience programs, has been utilizing this approach with a high degree of success for many years. The Work Experience Career Exploration Program (WECEP) is patterned after this concept. It is different only in that it seeks to serve younger students, ages 14 and 15 who, in general, have problems in relating to a traditional school setting. WECEP is not as concerned with specific skill development in a particular area as it is with helping a disadvantaged student experience and appreciate work, whatever its nature, and through this work realize the necessity of securing a high school education. WECEP is an introduction to vocational education, job readiness, job preparation, and job success. WECEP provides students with individual attention, reinforcement, caring, and identification, that is often lacking, not only in the traditional school setting, but also in the home environment. WECEP develops a one-on-one learning setting. WECEP can succeed only with a teacher/coordinator who is empathetic to the special educational needs of the students. A WECEP teacher/coordinator is challenged to prevent his students from becoming drop-outs from school and society.

Upon completion of one year of program operation we were elated by the success stories resulting from WECEP many of which are contained in this report. We feel strongly that

WECEP is doing what its creators in the U.S. Department of Labor intended when they first conceived of it as a research project. We commend the Labor Department for making WECEP a permanent program within the framework of the child labor provisions.

So that WECEP can continue to serve the needs of the 14 and 15 year old disadvantaged students in Fargo and throughout North Dakota, the three following areas of concern must be resolved:

1. A reliable and economic means of transporting WECEP students to the job training site must be established. This was our most pressing problem during the first year of WECEP and it continues to loom as we prepare to enter year two.
2. Students who complete WECEP must continue to be assisted as they enter the high school scene at grade 10. If some form of follow-up is not established at this level, these students could again become lost in the ensuing academic shuffle. There is a general feeling amoung WECEP educators in Minnesota that if a student can be nutured until he reaches grade 11, his career goals will probably be established and the reality of a vocational education program will carry him through to his diploma.
3. Concern of teachers in other subject areas of <u>special</u> treatment given to students in WECEP

in comparision to students in a regular junior high program.

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"Your Job; Fitting IN"

"Your Job; Finding the Right One"

Your Job; Good Work Habits"

"Your Job; You and Your Boss"

Values; Understanding Ourselves"

"Toward Emotional Maturity"

"Case History of A Dropout"

"When I'm Old Enough - Goodbye"

TABELS I, II, III, IV, V

WECEP STUDENT DATA AND EVALUATIONS

BEN FRANKLIN JUNIOR HIGH WE/CEP EVALUATION

The statistical results for the 1975-76 evaluation period are as follows:
Note: All statistical information can be found on Tables I, II, III, IV, and V.

1. The total number of days absent for the participating students was 419½ days during the year prior to their being in WECEP, an average of 23.3 days per student. (It should be noted that this total and average is not complete because some records were not available for the statistics.)

   This same group of students was absent a total of 304 days; an average was 16 days per student. This constitutes a 28% decrease in student absences.

   71% of students (that had records) improved attendance over 74/75 records with a 28% decrease in 75/76 absences.

   It should be noted that in column labeled "Days Absent - 8th grade" the total of 419.5 days is not complete. This information would make the percentage of decrease (28% now) a larger figure:

   2 students have no record for 8th grade
   1 student had incomplete records because of school in different parts of the country (8 weeks or more)

   Refer to Table I.

2. The total number of days tardy to this date are not applicable for accurate evaluation because of inconsistency in the recording procedures.

   It was not predetermined whether just a tardy for the first class should be the kept record, or if tardy for any or all classes should be the recording requirement.

   In some cases the tardies were for reasons beyond the students' control; for example, when coming back to school for a last class after work was completed. Sometimes the student would work a few minutes later or sometimes the ride back to school would be late for one reason or another.

   Sometimes the teachers would let the students into a class without a tardy pass, while other times tardy slips were requested. Different teachers had different requirements.

3. Combined referrals to the principal and assistant principal for the 1974-75 school year for this group of students were 116 or an average of 7.7 referrals per student.

   The 1975-76 records show a combined total of 27, or an average of 1.4 referrals per student.

   93% of the students have a decrease in their referrals.

   The total decrease in referrals is 77%.

   Refer to Table I.

4. The total official days of suspension from the school building for 1974-75 was 12 days with an average of .86 days per student.

   This school year of 1975-76 had the grand total of 7 days official suspension. making an average of .36 days per student.

   This is a 42% decrease in suspended days.

   Refer to Table I.

5. On a grade scale ranging from 4 to 0 (4 = A, 3 = B, 2 = C, 1 = D, 0 = E, S = Satisfactory, P = Pass on condition).

   In 1974-75 the participating students totaled 17.15 and averaged a .95 G.P.A. This was their 8th grade record.

   During the 1975-76 school year their grades improved to a 21.84 total and a 1.32 G.P.A. average for the group.

   This is a 39% increase in G.P.A. for the group.

   Refer to Tabel II.
   Refer to Table III for the individual grades and what classes were taken during 8th and 9th grades.

   G.P.A.'s, which are not a direct or actual goal of the program, have increased compared to 74/75.

   78% of the students have maintained the same G.P.A. or have increased their G.P.A. over grade 8 G.P.A.

   11% students same G.P.A.
   28% students increased grades .0 to .5 grade points
   11% students increased G.P.A. .5 to 1.0 grade points
   22% students increaded G.P.A. 1.0 to 1.5 grade points
   6% students increaded G.P.A. 1.5 to 2.0 grade points

   The 22% that decreased, 4 students out of 18:
   11% decreased by .0 to 5 grade points
   11% decreased by .5 to 1.0 grade points

6. The employers' evaluations are listed as letter grades on Table II. Their total average for the 1975-76 school year is 2.4 or a C+.

   Refer to Table II.

   Note: a. It must be taken into consideration that some of the WECEP students were out of the building and on the job as much as one-half of the school day. The totals on the preceding evaluation items #1, 3, and 4 for the 1975-76 first semester would undoubtly be affected by this factor.

   b. Students in this program had a high visibility amoung the teachers. The staff was encouraged to refer their misbehavior to the WECEP coordinator and to the assistant principal's office.

   c. Since the program was in its infant stages, students were gradually added to the program as a need was obvious. Their school situation was breaking down. The data reflects their performance for the entire year (1975-76) and not just for the period of time they were with the WECEP program.

   The date entering the program and departing from the program may vary with the student.

   Refer to Table I.

7. The WECEP students rated their attitudes about the program as shown on Table III. The rating is on a five point scale, (5 = great amount, 4 = considerable amount, 3 = some, 2 = almost not at all, 1 = not at all) of positive reaction.

   The total average was 4.3 at the end of the first semester of participation. The comments written by the students are also listed. Refer to Table IV.

8. The WECEP students' parents rated their attitudes about the program as shown on Table V on a scale of five points as in #7. The total average was 4.1 at the end of the first semester.

9. The comments written by the parents are contained in Appendix C.

10. For faculty evaluation, letters of observation and opinion were written "to whom it may concern" by the principal, vice principal and counselors and are contained in Appendix C.

TABLE I

#	Date Entered	Date Completed	DAYS ABSENT 8th total	Ninth Grade 1st qt.	2nd	3rd	4th	9th total	REFERRALS 8th	9th	DAYS SUSPENDED 8th	9th
1	9/2	6/4	56	8	7	6	7	28	25	1	2	0
2	9/2	6/4	18	3	3	6	3	15	18	3	4	0
3	9/2	2/2	40 NC	9	11	3	-	23	15	3	1	0
4	9/2	6/4	4	0	1	1	2	4	12	0	0	1
5	9/2	6/4	26	0	0	0	0	0	10	2	0	0
6	9/2	6/4	32	5	5	5	3	18	5	1	1	0
7	9/7	11/4 M	NR	0	-	-	-	-	NR	0	NR	0
8	9/10	3/29 HB	66	11	17	18	-	46	3 NC	2	NR	0
9	10/2	6/4	11	1	3	1	0	5	5	0	0	0
10	10/2	6/4	1½	0	0	1	1	2	NR	0	NR	1
11	10/13	12/4 M	NR	4	2	-	-	6	NR	0	NR	0
12	10/27	6/4	41	18	5	14	7	44	4	2	1	0
13	10/23	6/4	2	0	0	1	1	2	4	0	2	0
14	11/19	6/4	20	5	4	1	5	15	1	3	0	0
15	1/23	6/4	26	6	4	5	3	18	NR	1	NR	0
16	11/7	6/4	1	2	0	5	0	7	6	1	0	0
17	1/23	6/4	31	6	8	2	3	19	0	2	0	0
18	11/7	6/4	16	3	4	10	5	22	6	5	1	5
19	1/23	6/4	27	8	12	8	2	30	2	1	0	0
TOTAL			419.5	(89	86	87	42)	304	116	27	12	7
AVERAGE PER STUDENT			23.3	(6	7	5.12	2.8)	16	7.7	1.4	.86	.36

28% decrease in absence

77% decrease in referrals

.42% decrease

Note:

NE = Not Employed

NR = No Record

M = Moved

NC = Not Complete Records

HB = Homebound

TABLE II

	G.P.A.			Employ. E.			
	8th gr.	1st sem	2nd sem	1st	2nd	3rd	4th
1	.45	1.2	1.0	C	C	C	C
2	.5	1.1	1.5	B	D	C	C
3	.42	1.6	-	D	NE	-	-
4	.46	1.45	1.5	B	B-	B	B
5	.45	1.2	1.7	B	D+	C	D
6	1.3	2.2	1.8	C	A	A	A
7	1.6	3.0	-	B	-	-	-
8	1.0	1.4	.6	B	C-	NE	NE
9	1.0	1.3	1.5	B	C	B	B
10	1.5	1.75	2.2	C	B	B	B
11	NR	1.32	-	C	-	-	-
12	1.2	1.3	.83	NE	NE	NE	NE
13	1.3	1.4	1.33	NE	C	C	C
14	2.2	1.4	1.83	NE	C+	C	B
15	1.6	1.0	1.25	NE	NE	C	C
16	1.0	.0	1.6	NE	NE	C	C
17	1.4	1.25	1.6	NE	NE	B	B
18	1.1	.85	.0	NE	NE	NE	NE
19	1.2	1.0	1.6	NE	NE	C	C
TOTAL	17.15	24.20	21.84	26.0	22	32	32
AVERAGE	.95	1.27	1.37	2.3	2.2	2.7	2.7

39% Increase

Average 2.4

Key: A = 4
B = 3
C = 2
D = 1
E = 0

NE = Not Employed

TABLE III

Grades for the year 1975-76 compared to grades for the same classes in year 1974-75 (8th grade).

Student #1	8	9^1	9^2
English	E	D	D
Social	E	D	D
Math	E	D	D
P.E.	P	E	
Average	E	D	D

Student #2	8	9^1	9^2
English	E	C	D
Social	E	D	D
Math	E	D	
P.E.	C	E	
	E	D	D

Student #3	8	9^1	9^2
English	E	C	-
Social	E	C	-
Math	E	C	-
P.E.	E	E	-
	E	C	(M)

Student #4	8	9^1	9^2
English	E	D	D
Social	E	D	D
Math	E	D	D
P.E.	C	C	D
	E+	D+	D

Student #5	8	9^1	9^2
English	E	D	D
Social	P	D	D
Math	E	D	D
P.E.	C	D	D
	E	D	D

Student #6	8	9^1	9^2
English	D	B	C
Social	D	B	D
Health			E
Math	C	C	
P.E.	E	E	
	D	C	D

Student #7	8	9^1	9^2
English	P	B	(M)
Social	C	B	-
Math	P	A	-
Health		B	-
	E	B+	(M)

Student #8	8	9^1	9^2
Reading		C	P
English	P	C	D
Social	E	C	D
Math	P	D	D
P.E.	C	E	-
Health	-	-	E
	E	D+	D

Student #9	8	9^1	9^2
English	D	D	D
Social	D	D	D
Math	E	D	D
Science	E		
	E	D	D

Student #10	8	9^1	9^2
English	D	C	C
Social		D	D
Science	D	D	
Health			C
	D	D	C

Student #11	8	9^1	9^2
English	NR	D	(M)
Social		D	-
		D	(M)

Student #12	8	9^1	9^2
English	C	C	C
Social	D	C	C
Math	B	D	D
Reading	B		P
Health			E
	D+	D	D

Student #13	8	9^1	9^2
English	E	D	D
Social	P	D	D
Math	E	D	D
P.E.	B	C	D
	E	D	D

KEY:

A	=	Excellent
B	=	Above average
C	=	Average
D	=	Below average
E	=	Not pass
NC	=	No class
NR	=	No record
M	=	Moved
P	=	Pass on condition
9^1	=	1st semester
9^2	=	2nd semester

Student #14	8	9[1]	9[2]
English	D-	D	D
Social	C-	E	D
Health			C
Ind. Art	B-	C	
P.E.	A	C	B
	C	D	C

Student #15	8	9[1]	9[2]
English	D		P
Social	D	E	
Math	C-	D	D
P.E.	S	B	
Science	C+	E	
Ind. Art		D	
	C-	D	D

Student #16	8	9[1]	9[2]
English	P		D
Social	P	E	
Ind. Art	C	E	C
Health		E	
P.E.	C	E	
Science	P	E	
Art	C		C
	D	E	C-

Student #17	8	9[1]	9[2]
English	D	D	D
Social	P	D	
Math	D	E	
Ind. Art	C	D	
Art	C	C	C
Health			C
P.E.	A	B	D
Science	D	E	
	D	D	C-

Student #18	8	9[1]	9[2]
English	P	D	E
Math	C	D	E
Social	E	D	E
Ind. Art	C	D	E
Health		E	
P.E.	C	D	E
	D	D+	E

Student #19	8	9[1]	9[2]
English	C	D	D
Social	E	E	
Math	D	E	
Science	P	E	
Ind. Art	D	C	C
Health		C	
P.E.	C	C	D
	D	D	D+

Note: Regarding grade 8 grade average - the average letter grade shown as a total average for grade 8 is the average grade for all the classes the student was registered for, not just the 8th grade classes listed here.

WE/CEP STUDENT EVALUATION

Table IV

This questionnaire asks you, the student, to evaluate the results to this date of your participation in this program.

Please answer each statement or question by placing a check (✓) in the appropriate column.

	Great amount (5 pts ea.)	Considerable (4 pts ea.)	Some (3 pts ea.)	Almost not at all (2 pts)	Not at all (1 pt ea.)	Average Choice
1. Do you as a student feel that WE/CEP has helped you?	9 (45)	1 (4)	1 (3)			4.7
2. Do you think being employed has been a "positive" experience for you.	7 (35)	3 (12)	1 (3)			4.5
3. Do you think being employed has been an important part of your education this year?	10 (50)	1 (4)				4.9
4. Do you think being employed while attending school has improved your						
A. school attendance	7(35)	1(4)	2(6)		1(1)	4.2
B. tardiness problems	4(20)	1(4)	5(15)			3.5
C. appearance and grooming	5(25)	3(12)	1(3)	1(2)	1(1)	3.9
5. Have you noticed any improvement in your attitude						
A. toward yourself (self-confidence)	6(30)	2(8)	3(9)			4.3
B. about his own capabilities	7(35)	2(8)	2(6)			4.5
					Total	34.7
					Average	4.3

Comments: Please complete your comments on the back side of this form.

1. What do you feel is the most important and interesting aspect of WE/CEP? Why?

2. What one thing would you change about WE/CEP? Why?

(The 11 students that participated in this survey wrote no comments. They verbalized their responses which were positive and included no changes.)

WE/CEP PARENT QUESTIONNAIRE - TABLE V

This questionnaire asks you, the parent of a Ben Franklin student, to evaluate the results of your child's participation in this program.

Please answer each statement or question by placing a check (✓) in the appropriate column.

	Great amount (5)	Considerable (4)	Some (3)	Almost not at all (2)	Not at all (1)	
1. Do you as a parent feel that WE/CEP has helped your child?	6 (30)		1 (3)			4.7
2. Do you think being employed has been a "positive" experience for your child?	3 (15)	4 (16)				4.4
3. Do you think being employed has been an important part of your child's education this year?	3 (15)	4 (16)				4.4
4. Do you think being employed while attending school has improved your child's						
A. school attendance	2 (10)	3 (12)	1 (3)		1 (1)	3.7
B. tardiness problems	2(10)	2(8)	3(9)			3.85
C. appearance and grooming	2(10)	3(12)	1(3)	1(2)		3.85
5. Have you noticed any improvement in your child's attitude						
A. toward himself (self-confidence)	3(15)	1(4)	3(9)			4.0
B. about his own capabilities	2(10)	1(4)	4(12)			3.7
6. Do you feel that you as a parent have been kept up-to-date						
A. on your child's progress this year	5(25)	1(4)	1(3)			4.5
B. about problems at school this year	4(20)		2(6)	1(2)		4.0
7. Do you, as a parent, feel more comfortable in contacting the school about your child this year?	3 (15)	2 (8)	2 (6)			4.1
					TOTAL	45.2
					AVERAGE	4.1

Comments: Please write comments on back regarding observations and opinions about the WE/CEP program.

What do you think has been the most important aspect of the program?

(NOTE: Seven parents responded to the questionnaire.)

APPENDIX A

WECEP OBJECTIVES

BASIC OBJECTIVES - WE/CEP

The Work Experience Career Exploration Program (WE/CEP) is designed to help the 14 and 15 year old student who has not responded to the traditional junior high curriculum.

The program is planned and structured:

1. To help the student learn about him/her self.
2. To help the student learn about his/her abilities and capabilities.
3. To hopefully improve the student's attitude towards:
    a) self
    b) school
    c) community
    d) work and employment
4. To learn about the world of work through a work experience.
5. To experience a successful job experience.
6. To explore careers and career opportunities.
7. To better understand personal money management.

To meet the basic WE/CEP objectives the following objectives have developed:

1. Student Development
2. Employer Development
3. Parent Development
4. Instructional Development
5. Classroom Management Development
6. Community Relations Development
7. Personal Development

<u>Student Development</u>

1. To implement goal setting. Each week the student will set an achievable, observable and desirable goal. To be rewarded at end of the week.
2. To encourage student to express his values to others and express how he lives his values.
3. To encourage competition among students for positive behavior modification:
    a) Better attendance at school
    b) Better grades for subject area
    c) Better "on time" responsibility
4. To attempt to visit privately with student at least once a week or more.
5. To implement group gatherings of WE/CEP students for social reasons.
    a) Students plan and organize
    b) Guests invited
    c) Student orientated activities. Ex. bowling outing, Christmas party, pizza, or breakfast
6. To help student do charity project. Something for group of needy persons other than self.

7. Require students to complete all or most of homework assignments prior to leaving the school building.

8. Keep file on each student of:
   a) forms
   b) personal data sheet
   c) school work or pertinent data relating to school
   d) job responsibilities or information relating to job

Employer Development

1. To develop and keep a close working relationship with each employer or supervisor.

2. To contact each employer and explain WE/CEP concept completely.

3. To give employer some insight into each individual's abilities and capabilities.

4. To contact with age certificate and work agreement.

5. To work out a training plan, task analysis of each student's job. To help student work better for employer.

6. To contact employer a minimum of once a month. To evaluate or discuss student's work progress.

7. To evaluate student at quarter time for a letter grade on report card.

8. To make self available to employer for help in any situation that may arise.

9. To implement and help students plan employer-student appreciation supper - in the spring.

Parent-Teacher Relationship Development

1. To inform all parents a minimum of once a quarter about student's progress, including:
   a) job hours and school schedule
   b) school subject grades
   c) progress on the job
   d) compare changes in attitude and attendance and grades

2. To encourage all parents to come to school:
   a) Back-to-School Night
   b) Parent-Teacher Conferences
   c) To visit classroom during day as long as it does not interfer with scheduled classes.

Instructional Development

To develop an employable skills seminar curriculum and instruction course that will attempt to meet the individual student's needs in WE/CEP.

1. To examine available filmstrips and films within the contex. of the study course to be used in seminar sessions.

2. To compile a feasible seminar "Teaching Manual" and utilize the material.

3. To schedule regular seminar sessions so each student has one seminar a day - or a minimum of 3 seminars a week.

4. To prepare student to apply for a job
   a) appearance
   b) application blanks
   c) attitude

5. To help student realize what it takes to keep a job.

6. To teach a student about payroll deductions
   a) Social security
   b) Income tax
   c) Savings programs

7. To encourage student to share experiences at work and how they coped with problems.

8. To schedule informative and educational field trips.

9. To invite outside speakers.

10. To make the Take a student to work idea a workable and important portion of vocational education of student.

11. To develop with a committee of counselors, principals, ass't principals and faculty representatives guidelines, standards and procedures for student candidates.

12. To keep records of student's progress:
   a) attendance
   b) G.P.A.
   c) tardiness
   d) work evaluation

13. To develop an application for WE/CEP form for student applicants.

14. To develop an interview sheet for follow-up of application.

Classroom Management Development

1. To acquire furnishings for classroom
   a) curtains
   b) study carrels
   c) plants
   d) mobiles
   e) blackboard
   f) bulletin boards

2. To create a pleasant atmosphere
   a) posters
   b) warm colors
   c) conversation area
   d) classroom area
   e) work table area
   f) independent study area

Community Relations Development - to improve communication and involvement with community.

1. To design brochure introducing the WE/CEP concept.

2. To develop a "Take a Student to Work " form.

3. To photograph the students and establishments where they are employed for a slide presentation.

4. To participate in speaking engagements - in the community and within the school system:
   a) clubs
   b) schools
   c) School Board
   d) faculty at Ben Franklin
   e) PTA

5. To publish a quarterly WE/CEP report for distribution including:
   a) pictures - student and employer
   b) letters of improvement
   c) points of interest in program
   d) people of interest in helping program

6. To gather information and statistics of student improvement in relation to slide presentations.
   a) attendance
   b) tardiness
   c) G.P.A.

Personal Development

1. To develop a notebook of students' names, addresses, phone numbers, birthdays and firms where each is employed - can be used when traveling in community.

2. To keep accurate records of mileage.

3. To keep accurate records of calls and where time is spent.

4. To be a model or positive example for students:
   a) caring for others
   b) patient but firm
   c) appearance
   d) enthusiasm
   e) positive thinking
   f) honesty
   g) vocabulary usage

5. To set a behavioral or attitude objective about each student and attempt student to help self to achieve.

6. To be knowledgeable of program
   a) guidelines
   b) limitations
   c) forms
   d) philosophy

7. To be aware of necessary forms and what and how they are to be used.

APPENDIX B

WECEP FORMS

WE/CEP
Work Experience-Career Exploration Program

Ben Franklin Jr. High
Fargo Public Schools

APPLICATION BLANK

NOTE TO STUDENT: Your application with WE/CEP does not guarantee you a position. The school will do all that it can to secure suitable job interviews for you, and then it is up to you and the employer to discuss the requirements and responsibilities of the job. The employer will decide whether or not you will be hired.

NAME _____

ADDRESS _____

PHONE _____

AGE _____ BIRTHDATE _____

SOCIAL SECURITY NUMBER _____

- -

* (Do not write in this area.)

* PLACEMENT RECORD

Date placed in WE/CEP _____

Date released from WE/CEP _____

* SCHOOL RECORDS

Attendance

Days absent:	Grade 7 _____	Grade 8 _____	Grade 9 _____
Days tardy:	Grade 7 _____	Grade 8 _____	Grade 9 _____
G.P.A.	Grade 7 _____	Grade 8 _____	Grade 9 _____

Father's Name _____

Occupation _____

Mother's Name _____

Occupation _____

Do both your parents reside at above address? _____

If not, please explain _____

Number of brothers and sisters at home _____

Are you involved in extracurricular activities? _____

If so, please list them: _____

_____

_____

What is your favorite class? _____

Teacher? _____

Do you have any hobbies? _____

If so, please list them: _____

_____

_____

Are you ill quite often? _____

Do you have any physical disabilities or illnesses that WE/CEP should know about?

_____

_____

_____

From whom have you heard about WE/CEP:

_____ friends
_____ teachers
_____ classmates
_____ counselors
_____ principal
_____ family
_____ others

Why are you interested in applying for WE/CEP?

_____

_____

_____

What can you do for the WE/CEP program?

_____

_____

_____

What do you think the WE/CEP program can do for you?

_____

_____

_____

Do you want the WE/CEP to help you find a job? _____

Would your parents approve of your working during the school day? _____

Are you currently employed? _____

If so, where? _____

What do you do? _____

Do you plan on using your present job for WE/CEP credit? _____

Are you currently employed but seeking a different position? _____

List some occupations or businesses in which you would be interested in working part-time:

1. _____ 4. _____

2. _____ 5. _____

3. _____ 6. _____

Will you have dependable transportation:

for school? _____

for work? _____

Do you plan on completing high school? _____

Do you have any vocational plans now? _____

for after high school? _____

I plan to train for the following career after 9th grade: _____

I will achieve my career goal by a:

_____ high school education

_____ technical school education

_____ on-job training

_____ full-time employment

State of North Dakota

DEPARTMENT OF LABOR

EMPLOYMENT AND AGE CERTIFICATE

(To be issued in triplicate)

No._____ City_____ County_____

Name of Minor: _____ Date:_____

Address: _____ Grade Completed_____

Age_____ Sex_____ Race_____
(Year) (Months)

Birth Date:_____
(Month) (Day) (Year)

Place of Birth:_____
State County City or Township

Type of Evidence of Age Accepted_____

Description: Color of Hair_____ Color of Eyes_____

Height:____ Ft.____ In. Weight____ Lbs. Facial Marks_____

Signature of Minor_____ Parent or Guardian:_____

Address: _____

The above named Minor is to be employed by:

Employer _____ Business Address:_____

Industry: _____

Duties (occupation) of Minor:_____

The undersigned issuing this certificate hereby certifies that the evidence, of age, promise of employment, and school record have been examined and approved, and that the child named herein has appeared before him and been examined.

David C. Tahle

_____
Issuing Officer

_____
Title

_____
Address

(THE EMPLOYER should keep this certificate on file while the minor is in his employ and he should return it immediately by mail to the issuing officer when the minor leaves his employ.)

(EMPLOYERS COPY)

"Buy North Dakota Products"

FARGO PUBLIC SCHOOLS
VOCATIONAL & CAREER EDUCATION DEPARTMENT
COOPERATIVE WORK EXPERIENCE TRAINING AGREEMENT

School: North ____ South ____ Ben Franklin ____

Program Area: Office Education ____ Distributive Education ____ Occupational Development ____
Special Needs ____ WE/CEP ____ Natural Resources & Agribusiness ____

This agreement certifies that _____
(Name of Student)

who is _____ years of age will work under the cooperative training

program for _____ which is engaged in
(Name of Firm)

_____.
(Type of Business)

During this period of training which begins on _____
(Year) (Month) (Day)

and ends on _____ this student will be supervised by
(Year) (Month) (Day)

_____.
(Name of person from the business firm)

During the period of training, the employer will see to it that the duties performed are a variety of duties which will contribute to the learning experience of the student in Cooperative Work Experience. The supervisor in the business firm will have close supervision of the student and report any difficulties to the coordinator immediately.

The student agrees to pursue to his/her regular course of study and agrees to perform all work to the best of his/her ability. The student will also maintain high moral standards and always uphold the standards of the business.

The supervisor will evaluate the job performance of the student periodically.

The coordinator will assist the employer with the training programs and will offer counseling and guidance whenever necessary. The coordinator will, at all times, maintain a close contact with the employer.

The student will receive _____ per hour as his/her wages.
(amount)

This agreement may be terminated before the termination date given above upon the recommendati and decision of the employer and the coordinator.

_____ _____
(Employer's Signature) (Student's Signature)

_____ _____
(Coordinator's Signature) (Parent's Signature)

TRAINING PLAN

Fargo Public School
Ben Franklin Jr. High School

Work Experience-Career Exploration Program

Student _____ Training Station _____

Training to be given the above WE/CEP student on the job:

List the kinds of experience and knowledge the student will receive at the training station the student will be working. Then check the amount of experience that the student will have in these areas.

Kinds of Experiences	Amount of Experience			
	Considerable	Some	None	School

Kinds of Experiences	Amount of Experience			
	Considerable	Some	None	School

FARGO PUBLIC SCHOOLS
WORK EXPERIENCE CAREER EXPLORATION PROGRAM
EMPLOYER'S EVALUATION

Date:_____ to Date:_____

Name of Student_____ Employer_____ Date Report is Due_____

TO THE EMPLOYER: On each line place one check mark over the phrase which describes this worker most accurately. Any additional comments you wish to make will be helpful.

_____Coordinator _____ High School

1. Ability to follow instructions	Needs repeated detailed instructions	Follows most instructions with little difficulty	Follows instructions with no difficulty	Uses initiative in interpreting and following instructions
2. Ability to get along with people	Sometimes lacks poise and understanding—seems indifferent	Usually gets along well with people	Usually poised, courteous, tactful in working with people	Unusually tactful and understanding in dealing with all types of people
3. Attitude toward appearance of work station	Allows work station to become disorganized	Follows good housekeeping rules	Takes pride in appearance and arrangement of work station	Keeps work place outstandingly neat and efficiently organized
4. Cooperation	Cooperates reluctantly	Cooperates willingly when asked	Usually cooperates eagerly and cheerfully	Always cooperates eagerly and cheerfully without being asked
5. Industry	Sometimes attempts to avoid work	Does assigned job willingly	Does more than assigned job willingly if given directions	Shows originality and resourcefulness in going beyond assigned job without continual direction
6. Quality of work	Does less than required amount of satisfactory work	Does normal amount of acceptable work	Does more than required amount of neat, accurate work	Shows special aptitude for doing neat, accurate work beyond the required amount
7. Dependability	Sometimes fails in obligations even under careful supervision	Meets obligations under careful supervision	Meets obligations with very little supervision	Meets all obligations unfailingly without supervision
8. Appearance	Sometimes neglectful of appearance —ineffective personality	Satisfactory appearance and personality	Neat and appropriately groomed—pleasing personality	Exceptionally neat and appropriately groomed—outstanding personality
PROGRESS	Lets down on the job somewhat	Maintains a constant level of performance	Shows considerable progress	Shows outstanding progress

STUDENT'S GRADE A_____ B_____ C_____ D_____ F_____

COMMENTS _____

_____

_____

_____
Signature of Rater

APPENDIX C

WECEP COMMENTS

Benjamin Franklin Junior High School

1420 North Eighth Street
Fargo, North Dakota 58102
Telephone 232-7157

WARREN B. GULLICKSON
PRINCIPAL

JACK LEIER
ASS'T. PRINCIPAL

June 10, 1976

To Whom It May Concern:

At this time I would have to label the WE/CEP program a definite success for the following reasons:

1) Increased students' attendance
2) Increased grade point average
3) Better student attitudes towards school
4) Favorable parent comments
5) Positive responses from the employers
6) Positive responses from our teachers

We hope the students develop a better feeling about themselves, school, and their jobs. If they do, we know the students will continue and hopefully become high school graduates. This will be the true evaluation of the WE/CEP program.

I believe all schools should have certain alternate programs to enrich the total school offerings. The WE/CEP program is one of these alternative programs. I highly recommend its continuance in Ben Franklin Junior High School.

Sincerely,

Warren B. Gullickson

Warren B. Gullickson
Principal

Benjamin Franklin Junior High School

1420 North Eighth Street
Fargo, North Dakota 58102
Telephone 232-7157

WARREN B. GULLICKSON
PRINCIPAL

JACK LEIER
ASS'T. PRINCIPAL

January 30, 1976

To whom it may concern:

Although it may seem premature to label the WECEP program for the 1975-76 school year a success, the positive results to date are most encouraging. The most notable improvements which may be attributed to the WECEP program and staff are demonstrated in several ways. There has been a definite improvement in the attitude of the students both in and out of school; attendance records of the WECEP students are better this year; and most of the students in the program are earning better grades in their classes. Parental response and cooperation of employers and other members of the Fargo community have been very supportive.

The most positive proof that the program should be continued may be somewhat difficult to measure, but it is possible to observe the growth of these students as they develop a more positive sense of personal worth. The real proof is the student - the way he feels about himself, school, and his job.

I sincerely believe that more students in the Fargo Public Schools in future years should have an opportunity to participate in the WECEP program.

Sincerely,

Warren B. Gullickson

Warren B. Gullickson
Principal

Benjamin Franklin Junior High School

1420 NORTH EIGHTH STREET
FARGO, NORTH DAKOTA 58102
TELEPHONE 232-7157

WARREN B. GULLICKSON
PRINCIPAL

JACK LEIER
ASS'T. PRINCIPAL

June 10, 1976

To Whom It May Concern:

This report is a year-end summary of the WE/CEP program at Ben Franklin Junior High School. A mid-year report was submitted on Jan. 26, 1976.

Final Summary and Observations

1. Most of the statistical data bears out the observations made during the January summary. This included a significant drop in teacher referrals, poor school effort, disruptive classroom behavior, and truancies.

2. The impact of the program on social and personal growth and maturity was also noticeable in most of the students.

3. As the year progressed a more positive parental involvement in the school and work program of their children was noted.

4. It appears that most all the students in the program will continue their education. Some of the students had indicated earlier in the year a definite decision to terminate their education at the end of grade nine.

The program did not attain similar results for all students but the overall assessment of the program is most gratifying. Mrs. Jackie Anderson, the WE/CEP director, provided outstanding leadership in providing an educational climate for students who had little interest or incentive to attend or continue in school. There is an apparent need to continue some type of program for these and similar students through the senior high school.

Sincerely,

Jack Leier

Jack Leier
Assistant Principal

Benjamin Franklin Junior High School

1420 North Eighth Street
Fargo, North Dakota 58102
Telephone 232-7157

WARREN B. GULLICKSON
PRINCIPAL

JACK LEIER
ASS'T. PRINCIPAL

January 26, 1976

To whom it may concern:

This summary is at the request of Mrs. Jackie Anderson, WECEP coordinator at Ben Franklin Junior High School.

The WECEP program at Ben Franklin has been in effect for approximately 5 months. In this period of time 14 students have been in the program full or part time. Of the 14 students enrolled in the program, 11 were students at Ben Franklin in grade 8 last year. The following observations regarding the general school attitudes of these students is outlined below:

1. The number of referrals from individual teachers regarding poor school effort and disruptive classroom behavior has lessened dramatically.

2. A marked change in the number of absent days from school. This includes both excused and unexcused (truancies).

3. In the majority of the students an improvement in their social attitudes with other students and adults.

4. Typically, most of the students in the program have a low self concept. Because of the close personal relationship with the adult team in the program, this aspect of personality development has improved.

5. It is difficult to assess the value of the work skills developed for each student. In most cases it is the first formal work experience. In my opinion this work experience could be one of the most valuable outcomes of the program. In many cases, family members of the students have a history of unemployment. The development of work skills at this time could provide the incentive to be employable in the future.

Sincerely,

Jack Leier

Jack Leier
Assistant Principal

Benjamin Franklin Junior High School

1420 NORTH EIGHTH STREET
FARGO, NORTH DAKOTA 58102
TELEPHONE 232-7157

WARREN B. GULLICKSON
PRINCIPAL

JACK LEIER
ASS'T. PRINCIPAL

January 21, 1976
June 9, 1976

To whom it may concern:

The following are my observations of the boys who have been associated with the WE/CEP program this year:

1. A significant improvement in school attendance has taken place.
2. There has been a noticeable change of attitude in a more positive direction.
3. School behavior problems have been reduced to a minimum.
4. Relationships with peers and adults have become more congenial.
5. The WE/CEP program has, I feel, been instrumental in bringing about the above changes.

Sincerely,

John E. Gwyther

John E. Gwyther

Benjamin Franklin Junior High School

1420 North Eighth Street
Fargo, North Dakota 58102
Telephone 232-7157

WARREN B. GULLICKSON
PRINCIPAL

JACK LEIER
ASS'T. PRINCIPAL

January 27, 1976
June 9, 1976

To whom it may concern:

I have been very interested in the development of our school's WE/CEP program. I feel several positive observations to be worthy of note:

1. There has developed a close and meaningful relationship between the coordinators of the program and the students involved.
2. Enrollment in the program is still small enough for individualized and personalized instruction.
3. The children relate well to each other and seem to have a more positive self image.
4. School attendance has improved as a result of the concern and personal "follow-through" by the coordinators when one of the group fails to show up.

Sincerely yours,

Marion Strasser

Marion Strasser

PAGES 61 THROUGH 63 CONTAINING COMMENTS ABOUT PROGRAM PARTICIPANTS WERE REMOVED FROM THIS DOCUMENT PRIOR TO ITS BEING SUBMITTED TO THE ERIC DOCUMENT REPRODUCTION SERVICE.

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